

SECONDARY TRANSITION BEST PRACTICE RUBRIC

Component	4 Points	3 Points	2 Points	0 Points
Assessments	Multiple assessments are listed; data clearly summarized where IPS are identified and aligned to each MPG	At least 1 of the following strategies are evident: Multiple assessments are listed; summarized with some alignment to each MPG	One or more assessment(s) are listed that aligns to each MPG	Assessments not mentioned; alignment of IPS missing for at least one MPG
MPGs	All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student	At least 2 of the following strategies are evident: All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student	All MPGs are measurable (employment, education & if appropriate IL MPG); all MPGs to take place post-secondary	At least one or more MPGs are not measurable; will not occur after high school; not based on IPS
Activities	Multiple activities that align with each MPG; All LREs (community, campus, classroom) are represented based on abilities of student/program; Include info on accountability	At least 2 of the following strategies are evident: Multiple activities that align with each MPG; at least two LREs represented based on abilities of student/program; Include info on accountability	One activity aligned with each MPG	No activities for one or more MPGs; activities are not individualized to student’s MPGs
Courses of Study	Courses that clearly align to each MPG; multi-year projection of coursework; brief summary explaining connection between MPGs and courses, if needed	At least 2 of the following strategies are evident: Courses that clearly align to each MPG; multi-year projection of coursework; brief summary explaining connection between MPGs and courses, if needed	One course aligned to each MPG	No courses listed for one or more MPGs; general course of study; course of study does not align with one or more MPGs
Annual IEP Goals	One annual IEP goal that clearly supports each of the MPGs; “in order to” statements	One of the following strategies are evident: One annual IEP goal that clearly supports each of the MPGs; “in order to” statements	One annual IEP goal that supports all MPGs.	No annual IEP goals; no support of at least one or more MPGs